

Pedmore Pre-School / Pedmore Activity Club

Inspection report for early years provision

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Inspector	Patricia Dawes

Setting address	Pedmore C of E School, Hagley Road, Stourbridge, West Midlands, DY9 0RH
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Pedmore Pre-School and Pedmore Activity Club registered in 1993 and is run by Pedmore Child Care Ltd, which is a privately owned company. The provision operates from a newly constructed room within a primary school in the Pedmore area of Stourbridge. There are two fully enclosed outdoor play areas.

There are two facilities within the organisation; the pre-school for children aged three to five years and the activity club for before and after school care. The setting operates during term time only. The pre-school is open Monday to Friday from 9am to 12 noon and also offers an additional hour until 1pm for children attending lunch club. The activity club runs Monday to Friday from 8am to 8.50am and from 3.30pm to 6pm. The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the setting at any one time. There are currently 40 children on roll who are within the Early Years Foundation Stage. Children attend from the local community and surrounding areas for a variety of sessions. The nursery provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs eight members of staff, seven of whom hold appropriate early years qualifications. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy their time in this lively provision because staff are motivated, highly qualified and experienced and have a detailed knowledge of each child's individual needs and interests. Inclusive practice within the provision is highly effective in promoting excellent outcomes for all children. Staff use the superb range of indoor and outdoor resources very effectively to plan and provide excellent learning opportunities for children of all ages. Exceedingly strong links with parents, carers and others ensure a consistency of care and education and access to any additional support that is required. Commendable monitoring and self-evaluation by the owner and staff ensure that any priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving further the use of outdoor areas to give opportunities for investigations of the natural world.

The effectiveness of leadership and management of the early years provision

Children are protected very effectively because all staff have attended safeguarding training. They have a very secure knowledge of the possible signs of child abuse and there are highly effective procedures in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Employment and induction procedures are extremely robust and ensure that all staff are suitable to work with young children. Children enjoy a safe and secure environment because very effective systems are in place to complete risk assessments, and regular safety checks ensure that all hazards are removed or minimised as a matter of urgency. The excellent practice throughout the setting is underpinned by robust policies and procedures that are known by staff and are effective in practice. The management and deployment of staff is very well organised and monitored to ensure staffing levels remain high. Consequently, children are very well supervised and taught to be safety conscious. Children enjoy the care of a very well-qualified team of staff who work together extremely effectively. They provide an exceptionally high standard of childcare for all children and their families, taking into account their particular needs. Children use a superb range of resources indoors. Outdoors, children can use three areas, both covered and uncovered, for different activities and in a range of weather conditions.

Children thrive because of the excellent partnership between their key staff and their parents. Information is shared effectively, enabling staff to put in place any strategies required to support children and ensure an inclusive environment is provided. Staff have a detailed knowledge of children's personal welfare needs, and babies are able to follow their individual routines. Parents and carers are very well informed on all aspects of their child's achievement, well-being and development. They are given sufficient time to discuss any issues or concerns about their child when they drop off and collect children on a daily basis and written information is provided in children's developmental folders. Parents are positively encouraged to play a part in their child's learning and development and to contribute to the educational programme. For example, children take library books home to encourage parental involvement and regular newsletters keep parents informed of monthly themes, celebrations and festivals and the phonics scheme. Parents' comments on questionnaires and during the inspection are very positive. Consequently, the outcomes for children and their experiences are positive and rewarding.

Staff are proactive in working in partnership with other agencies and providers, and this ensures children receive consistency in their care and learning. The owners are highly motivated and passionate about providing high-quality care and education while ensuring children are seen as unique individuals. The input of staff, parents and other professionals is valued. Their views are sought on all aspects of the provision, which enables the management to set measurable targets for ongoing improvements that are beneficial to the children. The owner has a very clear vision to continue to develop the provision and to maintain extremely high standards of care and learning for every child. The manager and staff are totally committed to working with them, and practice throughout the nursery is very

reflective of this. A detailed self-evaluation document is in place to identify areas for future development and this is updated regularly. Improvements that have been made include a new building extension to the school premises which gives increased opportunities for free-flow play between indoors and outside for all children.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy their time in the pre-school and make outstanding progress because staff have an exemplary understanding of the Early Years Foundation Stage and how children learn. They plan and provide a varied range of appropriate activities and play opportunities, both indoors and outside. All staff are involved in the process, which clearly reflects children's current interests and meets their individual learning needs. Regular observations and assessments are carried out by key workers to identify children's next steps. Children are very well behaved. The interaction with both adults and other children is excellent and they learn to play safely, share and negotiate for what they want. Children are confident, enthusiastic learners and they develop an excellent range of skills that will support them in their future lives.

Children flourish because their personal, social and emotional development is given high consideration. The friendly, caring staff team interact exceptionally well with the children and encourage them to achieve, enjoy and become active learners with excellent dispositions and attitudes to their own learning. Children develop excellent foundation skills in relation to language and numeracy. They are encouraged to extend their vocabulary and fluency by talking, listening, and hearing and responding to stories, songs and rhymes. Daily routines and activities, such as circle time and cafe-style snack time, provide good opportunities for children to practise their understanding of numbers and counting and to use their conversational skills. They share experiences, ask questions during circle time and play cooperatively during child-initiated activities. Children are provided with opportunities to practise their mark-making skills using a variety of resources. For example, they develop their mark making further by practising forming recognisable letters as they label their own work. They also learn to use tools, such as pencils and scissors, safely. A weekly visit from a French teacher further promotes children understanding of languages.

The environment indoors is exceedingly well organised and resourced, with very good quality toys and equipment that are appropriate for the ages of the children attending. Children develop their physical skills as they use a variety of outdoor resources, such as, bats, balls, hoops and stilts. They also have weekly physical education sessions using the equipment in the school hall. As a result, children develop a very good awareness of healthy lifestyles because they spend plenty of time outside using the very wide range of different facilities. However, there is scope to make further use of the outdoor areas to give children opportunities to investigate the natural world. All children gain a very good knowledge and understanding of the world as they go out on walks, talk about changing colours of trees and learn about seasons, growth and decay, and changes over time. They

return and make a collage of leaves. They make bird feeders using bread, lard and seeds. Children pet and talk about caring for rabbits a member of staff brought into pre-school. They take part in activities to celebrate different festivals and hold sponsored events to raise money for a variety of charities. Children also recycle their rubbish after snack time in the bin; all of this supports their knowledge of sustainability and making a positive contribution to the world.

All children have excellent opportunities to be creative as staff provide an excellent range of art and craft resources which allow children the opportunity to produce some very effective artwork. Children enjoy singing sessions with the visiting music teacher on a weekly basis. They develop an excellent understanding of healthy eating and where food comes from as they use knives to chop fresh vegetables to make soup or take part in food tasting and cookery activities. Children's good health and understanding of personal hygiene are promoted very well through good practices used by staff. Children follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They are very well cared for if they become sick or have an accident and there are rigid procedures in place to protect them from infection. Children learn about keeping themselves safe through the discussions and activities provided. They have visitors to the setting, such as the police and dental service, who come and talk to the children about keeping themselves healthy and safe. They practise evacuation procedures and learn how to use equipment safely. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment. As a result, children's welfare is supported extremely well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met